Great Whelnetham Church of England Primary School

Marking and Feedback Policy

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Approved by Governing Body:

Date of approval:

Review by:

Aims

Our policy is underpinned by the evidence of best practice from Ofsted and the Education Endowment Foundation. Ofsted say marking should be "used effectively to help teachers improve pupils learning". The EEF research shows that effective feedback should:

- Redirect or refocus either the teacher's or learner's actions to achieve a target.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so that it is meaningful.
- Provide specific guidance on how to improve and not just tell students when they are wrong.

At Great Whelnetham CEVCP School we also use feedback and marking to:

- Show that we value the children's efforts.
- Raise pupil's self-esteem and raise aspirations through use of praise and encouragement.
- Explain how they can further improve and develop their work.
- Promote self-assessment and peer assessment.
- Prompt children to self-correct.
- Raise standards through quality feedback and marking.
- Provide ongoing assessments to inform future planning.
- Children should feel they can learn from their mistakes.

Introduction

At Great Whelnetham we believe that marking should:

- Highlight success and indicate where improvements can take place by identifying next steps and setting clear targets.
- Be a positive experience.
- Show children that we value their work.
- Encourage children to value their own and each others' work.
- Boost self-esteem and raise aspirations through the use of praise and encouragement.
- Share expectations.
- Give children and adults a clear picture as to whether or not they have met the objective[s] of the lesson.
- Give children and adults a clear picture of how far they have come towards / whether or not they have met their targets.

Our key principles:

- Children should feel they can learn from their mistakes.
- The key focus for marking should be the teacher's intended learning objective/intention.
- Marking should prompt children to self correct.
- Guidance given through marking should be realistic/achievable for the child.
- Every piece of work deserves a response but this will not necessarily be in written from.
- Wherever possible, 'feedback' will take place alongside the child. Where it is written, children should be given time to reflect upon the 'marking'.

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Who should mark?

- Class teachers are ultimately responsible for the marking of children's work.
- Where appropriate children will mark their own work or mark with their Marking Partner – referred to as Talk Partners (KS1), Response Partners (KS2).
- HLTA's when covering a lesson are responsible for the marking of children's work from that lesson and initial HLTA.
- Teaching assistants will mark the ongoing work of a group they have been working with and initial TA
- Supply teachers should be given a copy of the agreed marking scheme with their instructions for the day. In the event of unmarked work by a supply teacher, please mark the work with the supply teacher's initials and inform the Headteacher. The supply teacher will be reminded of his/her duty on the next visit.

Key Stage Requirements:

When children find something challenging they follow the 5'B' system. This is as follows:

- Brain.
- Board – Success Criterial to be included in this step.
- Book.
- Buddy.
- Boss.

Marking Orally with Young Children:

- Teacher's oral feedback needs to be focussed mainly around misconception.
- In the EYFS children's work is marked and assessed within the lesson. The children receive continuous feedback throughout the lesson as appropriate. Sometimes children will be given an additional challenge. Work is marked with the child and the amount of scaffolding given is annotated in their book by the adult. Children may be asked to copy a letter, word or number three times.
- Teachers of Year 1 use improvement suggestions to children orally, either when the child shows the teacher the work or when they have the opportunity to interact with them during the lesson. They will indicate the verbal feedback by recording it next to the work.
- Teachers in Year 2 carry out a mixture of Year 1 marking and Key Stage 2.

EYFS & Key Stage 1 Marking and Feedback Key:

- VF – Verbal feedback.
- IW or stamp for Independent.
- TA – Feedback given by teaching assistant.
- ST – Feedback given by supply teacher.
- Stamp – Good Effort. 

Key Stage 2 teachers carry out more detailed marking.

Key Stage 2 Marking and Feedback Key:

- VF – Verbal Feedback.
- TA – Feedback given by teaching assistant.

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- IW – Independent work.
- GW – Group work.
- LO✓- Objective achieved.
- Sp x3 – Write the identified spelling 3 times.
- P in margin – Where punctuation error is.
- Comments in margin – pink correct, green incorrect.
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– Paragraph required.
- ✓✓- Very good examples.
- ✓- Good examples.
- ? – Unclear.

Showing success:

- Children will be given the opportunity to respond to detailed marking. Pink pens will be used by the teacher for praise relating to good progress (Tickled Pink).).
- Green pens will be used to indicate a piece of the work to be developed or improved – (green to grow).
- The child will respond to their marking using a purple pen.

Indicating Improvement: (see Appendix 1 – Marking and feedback key – symbols universal to whole school)

- Selected spelling error will be identified, written alongside x 3 indicating that the child re-writes the word three times. Dependent on task and child, 'sp' will be written in the margin – the word may or may not be underlined for guidance. The child will correct by repeating the word three times.
- Circle an error or omission, e.g. capital letter or full stop required.
- P circled – indicates paragraph needed.
- An improvement suggestion can be written or given orally to help the child know how to make the specific improvement. This focussed comment should help the child 'close the gap' between what they have achieved and what they could have achieved.
- In maths, a child may be asked to explain how they have worked something out or as an extension they may be given a next step further task written in by the teacher.
- Errors indicated by the use of a green '.' (dot) instead of a 'x' (cross).

Self-evaluation:

- Children will self-assess and indicate how they feel they have been able to understand the work by marking a 'traffic light' indication by the objective:

    - Green – I have understood the objective and can move on.
    - Amber – I understand but would like more practice.
    - Red – I found this difficult.

Note:

Spelling, punctuation, grammar etc should not be asked for in every piece of narrative writing because children cannot effectively focus on too many things in one space of time.
When work is finished, ask children to check for things they know are wrong in their work and read them through. They should not be told to correct all spellings.

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Only give children feedback about those things you have asked them to focus on. This will mean that some aspects of writing are unmarked but over time will be.

This policy will be reviewed annually or more frequently where necessary.

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Marking Partners Code of Conduct

- We will respect our partner's work because they will have done their best.
- We will tell our partner the good things we see in their work linked to the Success Criteria.
- We will listen to our partner's advice because they are trying to help us improve our work.
- We will try to make our suggestions as clear as possible.
- We will try to make our suggestions positive.

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Marking and Feedback Key

VF	Verbal Feedback
PA	Peer Assessment.
SA	Self Assessment.
IW	Independent Work.
GW	Group Work
T	Feedback from teacher.
TA	Feedback from teaching assistant.
ST	Feedback from supply teacher.
LO✓ 	Means learning obective has been achieved.
Spx3	Write the identified spelling 3 times.
c	To remind children to use capital letters.
.	To remind children to use full stops.
SC	Self corrected following feedback.
P	Paragraph needed.

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